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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

AN EVALUATION OF TEXTBOOKS
FOR USE BY PUPILS OF GRADES 7-12
IN WEEK-DAY SCHOOLS OF RELIGION

Submitted by

Margaret Sisson

(A.B., University of Cincinnati, 1923)

(B.S., University of Cincinnati, 1924)

In partial fulfillment of requirements for
the degree of Master of Arts

1925

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An Evaluation of Textbooks for Use by Pupils of Grades 7-12 in Week-Day Schools of Religion

Chapter I. Problems Involved in the Evaluation

Problems. An evaluation of textbooks for use by pupils of grades 7-12 in week-day schools of religion involves three problems: first, what do we understand by the term "week-day school of religion"? second, which of the many textbooks in this field shall we choose for evaluation? and finally, what shall be our standard of evaluation?

Problem I. The Week-Day School of Religion

Conflicting Ideas. The week-day school of religion is still in its infancy. Like all infants, it has its interested elders responsible for its existence and upbringing, all full of plans for its course in life. Some would have it go into partnership with a denominational Sunday school. Others encourage it to start into business for itself free from entangling alliances. Some insist that it confine itself, for the most part, to Biblical knowledge. Others advocate an admixture of non-Biblical material including literature, drama, music, and art. Still others protest that knowledge is of secondary importance. What this "child" needs for its moral growth is activity, an actual participation in life-situations.

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Our Conception of the Week-Day School. To determine whether or not a given textbook is suitable for use in the week-day school, we must, obviously, have our own conception of the ideal week-day

school unless we propose to deal with all types. In this study, we have in mind a school that is:

1. Non-denominational in its organization and functioning
2. Broad in its choice of curriculum materials
3. Life-centered in its emphasis

Arguments for Denominational Schools. Exponents of the denominational school present the following arguments:

1. Personal religion demands the life of vital and active fellowship. For this reason, week-day schools can never be "schools of religious life" apart from the churches. #
2. "If the truth^s held vital by the church or denomination are emphasized on Sunday and either neglected or said to be immaterial on a week day, no favorable result in the mind of the child can be hoped for."*
3. Correlation with the individual church program would create a well balanced church school having Sunday, week-day, and expressional sessions. ##

Arguments for Non-Denominational Schools. More forward-looking, we believe, and more practical is George Herbert Betts. He sets forth these arguments for ^a non-denominational week-day school:

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#Edward Sargent in the "Aim of Week-Day Religious Instruction", "Religious Education", February, 1922, p. 18

*Rev. R.S. Chalmers in "Brief Statements of Aims", "Religious Education", February, 1922, p. 23

"A Statement from Field Workers" in "Religious Education", February, 1922, p. 33

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3. Correlation with the individual church program would create a well balanced church school having Sunday, week-day, and extracurricular sessions.³

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²Rev. R. S. Chalmers in "Brief Statements of Aims", "Religious Education", February, 1922, p. 23.

³"A statement from Field Workers" in "Religious Education", February, 1922, p. 33.

1. The public school, with which the week-day school of religion must co-operate, can deal with one unified organization better than with a separate organization for each church.

2. The non-denominational school can exert a full appeal to the interest of the public, including even the unchurched.

3. Denominational consciousness is already too strong.

He points out that correlation with the Sunday school is desirable but hardly possible at present. The child himself must be the center of the correlating process. Difficulties in the way of correlated programs are these:

1. The Sunday school has different teachers, different class groupings and gradings.

2. The Sunday school is denominational.

3. There is no standard Sunday school curriculum for all denominations nor for all schools of any one denomination.

Much the same difficulties prevent correlation with vacation church schools. #

Summary. We have, then conceived the week-day school of religion as non-denominational, its program not definitely correlated with that of the Sunday school or the vacation school.

The Week-Day School Curriculum. The whole trend in curriculum building today, whether in secular or religious schools, is toward

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Betts, George Herbert, "The Curriculum of Religious Education", Chapter XXIV.

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The Week-Day School Curriculum. The whole trend in curriculum building today, whether in secular or religious schools, is toward

expansion. As life becomes increasingly complex, man finds need for more varied types of training. Progressive public schools are constantly adding new courses to meet new needs. Even religious schools, always more conservative, are gradually awakening to spiritual and social needs requiring an enriched curriculum. Where Biblical material best meets the need, it is used. Where non-Biblical material seems more practical, it is introduced. The arts have been re-discovered, as it were, as valuable avenues for opening up vistas of spiritual insight. The ideal week-day school can ill afford to confine itself to one type of material.

Life-Situations Versus Factual Knowledge. "We learn by doing."

This statement has become an educational truism. It was the recognition of this principle in educational psychology that ushered in hand-work as a means of "fixing facts". Yet, after all, Christian character, not merely Christian knowledge, is our goal; and character grows in activity. "We do by doing." As Herbert C. Mayer puts it, "Character is the sum of all a person's habits. Habits are acts that have been oft repeated. Acts originate in ideas. The church has been supplying a means of giving ideas, then sitting idly by as if the rest of the process would follow automatically....The task is that of putting theory into practice."#

It is this same principle that H. F. Cope has in mind when he includes among four tests of all curricula these two:

1. A curriculum must be conceived in terms of the active experience of children. It must be a way of guiding their experience.

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Mayer, Herbert Carleton, "The Church's Program for Young People", p. 190

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Meyer, Herbert Carlton, "The Church's Program for Young People",

2. Its content and method must be determined by the known processes under which children do come to know, and love, and effectively will the life of a religious society. #

The third element, then, in our conception of the ideal week-day school is a life-centered curriculum whose aim is Christian conduct.

Problem II. The Selection of Textbooks for Evaluation

Books Included. The Preacher said truly, "Of making many books there is no end." It has been necessary in this study to limit our evaluation to a particular list of books. In January, 1928, the Department of Vacation and Weekday Church Schools of the International Council of Religious Education published a list of books for use in week-day church schools. All of the books listed by departments or grades were recommended by one or more of the constituent denominations of the International Council. These texts became the basis of our study. In order to include both junior and senior high school material, we evaluated most of those recommended for the seventh, eighth, ninth, and tenth grades, and those listed under "High School" and "Senior High School".

Books Omitted. A number of books we omitted. One, "Knights of Service", by Hawthorne, with a pupil's book by Bradshaw, is undoubtedly Junior material, too juvenile to appeal to seventh grade pupils. Muller's "Junior Class Manual" was omitted for the same reason. Three

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books, namely, "The Great Leader", by Weeks, "Old Testament Leaders", and "New Testament Leaders", by Erb--all Judson Press publications--contain both Sunday and week-day lessons with correlated worship programs. They are, moreover, published in the old paper-back quarterly form. The other books omitted were inaccessible at the time the study was being made.

Problem III. The Standard of Evaluation

The Use of the Score-Card. With the modern passion for scientific accuracy has come the score-card for measuring textbooks. The score-card purports to list all the desirable elements for a given type of textbook and to assign to each element a quantitative value. A committee is chosen to evaluate the textbooks, affixing to each element--whether the binding of the book, its literary style, its topics for home study, or what not--a numerical value expressive of how far the text measures up in that respect to the ideal text represented by the score-card numerals. The members of the committee work separately. Their evaluations are then brought together and the "mean" values determined. Thus personal variations in judgment are compensated.

The Need for Various Types of Score-Cards. It is clear that different types of textbooks call for different score-cards. For example, a college algebra and a Latin grammar could not be compared in many respects. They serve different purposes and embody different values. Similarly, textbooks for religious education are unique in many respects and require, therefore, a unique score-card.

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The Scoring System Used in This Study. The score-card used in this study is essentially the one devised by Charles Clinton Peters for measuring church school textbooks. It is found in Part III of "The Indiana Survey of Religious Education", volume II, by Walter S. Athearn and others. The main headings and sub-headings with their corresponding numerical values are identical in the two scores. The secondary sub-headings in ours were modified in some cases by George Herbert Betts' score-card for the evaluation of religious curricula. #

Its Advantages. The "Indiana Survey" scoring system is particularly helpful because it includes pages and whole lessons from various textbooks, with the standard values assigned them. The evaluator is thus enabled to measure the printed type of a book, its pictures, the make-up of a page, the pedagogical features of a lesson, etc. against a somewhat definite standard. Features that cannot be reproduced are described.

Its Disadvantages. We make no claim to scientific accuracy in our evaluation. The numerical values set down represent only one person's critical judgment. They are not "mean" values. Even if they were, they would still not be strictly scientific. No measuring scale can include, for instance, examples of all the types of pages and lessons and literary style found in textbooks. There are bound to be cases that simply do not fit in anywhere. Here the evaluator is left more or less to his own devices.

.....

Betts, George Herbert, "The Curriculum of Religious Education", pp. 343-349.

In judging the contents of a book it is obviously impossible to be scientific. The "Indiana Survey" frankly admits this. Many may agree as to what are the characteristics of Junior and Senior High School pupils, a good many may even agree as to what are their needs, but there will be a wide difference of opinion as to what materials best meet these needs. In deciding this last question, our particular theological twist, for instance, will play some part.

Criteria for Judging Contents of Textbooks. In general, we have kept in mind the following characteristics and needs of high school pupils: #

Junior High School Pupils

Characteristics

Corresponding Needs

Rapid bodily development

Variety of work and a chance to
move about in class

Intense interest in the life of
a group

Group projects

Eagerness for information

Individual assignments, reading,
and research. An enlightened
interpretation of the Bible

Practical interest in religion

Service activities

A widening social horizon

Knowledge of and sympathy
with other groups

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See especially Herbert C. Mayer's, "The Church's Program for Young People", pp. 31-36

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Junior High School Pupils

<u>Characteristics</u>	<u>Corresponding Needs</u>
Rapid bodily development	Variety of work and a chance to move about in class
Intense interest in the life of a group	Group projects
Restlessness for information	Individual assignments, reading and research. An enlightened interpretation of the Bible
Practical interest in religion	Service activities
A widening social horizon	Knowledge of sympathy with other groups

* See especially Herbert C. Mayer's, "The Church's Program for Young People", pp. 31-36

Senior High School Pupils

Characteristics

Corresponding Needs

Ability to reason

An enlightened interpretation of the Bible. Challenging assignments

Keen imagination, idealism, and appreciation

Enrichment material

Interest in the opposite sex and in a widening social horizon

A study of problems arising in this broadening group life.

A Summary and a Pre-view. In this chapter we have tried to present the three problems involved in this study and to show how we have met them. Chapter II will contain the actual scoring of the textbooks. Since there will not be room to include secondary sub-headings in the chart, we shall print the entire score-card at the beginning of the chapter.

II. Style

1. General literary merit

- a. Elegance of diction
- b. Skillful arrangement of climates
- c. The "pull" arising out of the dramatic or human elements in the matter selected
- d. General aesthetic effect

Chapter II. A Score-Card Evaluation

The Score-Card

	Points	Points
	Main Headings	Sub-headings
I. Mechanical Features	115	
1. Type		26
a. Size of type		
b. Leading		
c. Word spacing		
2. Attractiveness of page		20
a. Margins		
b. Clear print (i.e., not blurred)		
c. Artistic spacing arrangement		
3. Pictorial illustrations		
(That is, not the presence of the pictures, but their quality when they do appear).		
a. Artistic value of pictures		15
b. Excellence of mechanical execution of cuts		13
4. Organization of page		21
a. Appropriateness of paragraph headings to subject matter		
b. Convenience of display		
c. Sequence of paragraphs to such an extent as can be judged from a single page		
5. Make-up of book or pamphlet		20
a. Attractiveness of binding		
b. Durability of binding, stitching, etc.		
c. Quality of paper		
II. Style	100	45
1. General literary merit		
a. Elegance of diction		
b. Skillful arrangement of climaxes		
c. The "pull" arising out of the dramatic or human elements in the matter selected		
d. General aesthetic effect		

Chapter II. A Score-Card Evaluation

The Score-Card

Points	Points
Sub-Headings	Main Headings

115	I. Mechanical Features
25	1. Type
	a. Size of type
	b. Leading
	c. Word spacing
20	2. Attractiveness of page
	a. Margins
	b. Clear print (i.e., not blurred)
	c. Artistic spacing arrangement
15	3. Pictorial Illustrations
	(That is, not the presence of the pictures, but their quality when they do appear.)
15	a. Artistic value of pictures
13	b. Excellence of mechanical execution of cuts
21	4. Organization of page
	a. Appropriateness of paragraph headings to subject matter
	b. Convenience of display
	c. Sequence of paragraphs to such an extent as can be judged from a single page
20	5. Make-up of book or pamphlet
	a. Attractiveness of binding
	b. Durability of binding, stitching, etc.
	c. Quality of paper
100	II. Style
45	1. General literary merit
	a. Elegance of diction
	b. Skillful arrangement of climaxes
	c. The "pull" arising out of the dramatic or human elements in the matter selected
	d. General aesthetic effect

	Points	Points
	Main Headings	Sub-headings
2. Appropriateness of style to age of pupils		55
a. Appropriateness of vocabulary to age		
b. Appropriateness to age of general tone and method of attack		
c. Appropriateness of grammatical and rhetorical complexity to age		
III. Pedagogical Organization of Lessons	250	
1. Evidences of the functioning of an aim		56
a. The volume organized about a definite aim consistently carried out through the individual lessons		
b. Each individual lesson organized about a definite aim, with provisions for getting this aim accepted by the pupils and achieved by them		
c. Each lesson aim definitely clinched, either by reference to it in the conclusion or by such structure in the lesson as will insure its conclusive realization		
2. Type of organization of the lessons		41
a. Fitting of type of lesson to material and pupils, as story-borne truth, didactic, discussion, problem-project, etc.		
b. Proper use of the principle of variety in use of lesson types in order to save from monotony		
c. Articulated with interests and "apperceptive mass" of pupils		
d. Proper use of "stress" and "neglect" in order to impress important truths and drive lessons home		
3. Provisions for controlling study		50
a. Effective assignment (so made as to motivate and direct study).		

55

2. Appropriateness of style to age of pupils
- a. Appropriateness of vocabulary to age
 - b. Appropriateness to age of general tone and method of attack
 - c. Appropriateness of grammatical and rhetorical complexity to age

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III. Pedagogical Organization of Lessons

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1. Evidence of the functioning of an aim
- a. The volume organized about a definite aim consistently carried out through the individual lessons
 - b. Each individual lesson organized about a definite aim, with provisions for getting this aim accepted by the pupils and achieved by them
 - c. Each lesson aim definitely outlined, either by reference to it in the conclusion or by such reference in the lesson as will insure its conclusive realization

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2. Type of organization of the lessons
- a. Fitting of type of lesson to material and pupils, as story, drama, lecture, discussion, problem-project, etc.
 - b. Proper use of the principle of variety in use of lesson types in order to save from monotony
 - c. Articulated with interests and "appreciative mass" of pupils
 - d. Proper use of "stress" and "neglect" in order to impress important truths and drive lessons home

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3. Provisions for controlling study
- a. Effective assignment (no made as to motivate and direct study).

	Points	Points
	Main Headings	Sub-headings
b. Questions for guiding study (Both memory and thought questions)		
c. Valuable references for home reading and means for checking these up or otherwise motivating them		
d. Provision for supervising or otherwise explicitly directing study		
e. Means for rewarding, and thus encouraging home study		
f. Lessons so organized as to en- courage and reward participation by the pupils		
4. Provision of means to insure functioning of the instruction		65
a. Definite correlations made between truths and principles taught and everyday relationships		
b. Suggestions for activities or lines of action embodying and giving ex- pression to the ideals presented		
c. Drilling to the point of habit or skill such reactions as require and respond to this mode of treatment, as memorizing responses in ritual, etc.		
d. Training provided for in carrying general principles or ideals over to apply to specific instances (1) In individual life and conduct, (2) In social relationships		
5. Provision for the enrichment of experience in ways not directly related to the lesson but not antagonistic to it		38
a. Supplementary talks on nature or other subjects at periods other than the regular lesson period		
b. Incidental reference to great men or important events; allusions to great art, literature, or music; quotations from poetry or fine prose; cross references to history, geography, etc.		
c. Valuable contributions to the vocabulary of the pupil, by way of the enriching of old terms or the addition of new ones		

Main Headings Points Sub-headings

- d. Questions for guiding study (Both memory and thought questions)
- c. Valuable references for home reading and means for checking these up or otherwise motivating them
- d. Provision for supervising or otherwise explicitly directing study
- e. Means for rewarding, and thus encouraging home study
- f. Lessons so organized as to encourage and reward participation by the pupils

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- 4. Provision of means to insure functioning of the instruction
 - a. Definite correlations made between facts and principles taught and everyday relationships
 - b. Suggestions for activities or lines of action embodying and giving expression to the ideals presented
 - c. Drilling to the point of habit or skill such reactions as require and respond to this mode of treatment, as memorizing responses in ritual, etc.
 - d. Training provided for in carrying general principles or ideals over to apply to specific instances (1) in individual life and conduct, (2) in social relationships

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- 5. Provision for the enrichment of experience in ways not directly related to the lesson but not antagonistic to it
 - a. Supplementary talks on nature or other subjects at periods other than the regular lesson period
 - b. Incidental reference to great men or important events; allusions to great art, literature, or music; quotations from poetry or fine prose; cross references to history, geography, etc.
 - c. Valuable contributions to the vocabulary of the pupil, by way of the enriching of old terms or the addition of new ones

	Points	Points
	Main Headings	Sub-headings
d. Hand or expression work with motives other than that of merely clinching the lesson (i.e., for pleasure, interest, or general enrichment)		
e. Any sort of enriching information		
IV. Teaching-helps in the Individual Lesson	140	
1. A separate manual for teachers		32
2. Valuable supplementary material for teachers		31
a. Additional information for the sake of perspective		
b. References for further content and professional reading		
c. Additional story or other material supplied or the teacher referred to it		
3. Useful teaching suggestions		38
a. Suggestions for distribution of emphasis (What to stress, what to have memorized, etc.)		
b. For relating lesson to pupil's age or interests		
c. Suggestions as to how to prepare and conduct the lesson		
d. Valuable suggestions for controlling study (For motivating it, checking it up, directing it, etc.)		
4. Valuable teaching <u>aids</u>		39
a. Useful questions for conduct of recitation		
b. Useful questions for review		
c. Useful model lesson plans		
d. Topics, problems, or projects to be assigned for home work		
e. Outlines for summing up and organizing recitation		
f. Provision of program material other than that of the lesson proper (prayers, songs, games, etc.)		

- a. Any sort of enriching information (enrichment)
- b. Pleasure, interest, or general enrichment
- c. Hand or expression work with motives other than that of merely enriching the lesson (i.e., for pleasure, interest, or general enrichment)

IV. Teaching-aids in the individual lesson 140

1. A separate manual for teachers 32

2. Valuable supplementary material for teachers 31

- a. Additional information for the sake of perspective
- b. References for further content and professional reading
- c. Additional story or other material supplied or the teacher referred to it

3. Useful teaching suggestions 35

- a. Suggestions for distribution of emphasis (What to stress, what to have memorized, etc.)
- b. For relating lesson to pupil's age or interests
- c. Suggestions as to how to prepare and conduct the lesson
- d. Valuable suggestions for controlling study (for motivating it, checking it up, directing it, etc.)

4. Valuable teaching aids 33

- a. Useful questions for conduct of recitation
- b. Useful questions for review
- c. Useful model lesson plans
- d. Topics, problems, or projects to be assigned for home work
- e. Outlines for summing up and organizing recitation
- f. Provision of program material other than that of the lesson proper (prayers, songs, games, etc.)

Points	Points
Main Headings	Sub-headings

V. Teaching-Helps Involved in the Organization of the Book as a Whole	125
1. Valuable teaching suggestions additional to those that constitute an integral part of each lesson (as in an introductory chapter or scattered in short notices through the book)	34
a. Discussion of the psychological characteristics of children of the age for which the material is intended	
b. Discussion of the sociologically defined needs of the pupils for whom the book has been prepared	
c. Lists of library books suitable to recommend to pupils of the age dealt with, for their private or reference reading	
d. Suggestions for the wider reading of the teacher	
e. General suggestions as to how to prepare or conduct the lessons of the course	
2. Supplementary teaching material	38
a. Maps and charts	
b. Music published with the lesson book (or cited)	
c. Index, glossary, pronouncing dictionary, table of contents	
d. Accompanying pictures	
e. Note books, handwork materials, etc.	
f. Report forms for keeping the home in touch with the school	
g. General bibliography	
3. Provision for giving the teacher perspective on the course	29
a. Account of the particular aim of the course in hand, and of how it fits into the scheme as a whole	
b. Brief account of the other books of the series	

Points	Points
Main Headings	Sub-headings

- c. Description of the equipment needed for the course
- d. Advertisement of desirable additional material and where to get it

- 4. Provision for review lessons 24
 - a. Reviews not too frequent nor too infrequent
 - b. Provision for well conducted reviews

VI. Content 270

- 1. Fitness of the material to appeal strongly to pupils of the age for which the lesson is intended 95
 - a. Fitness of the aim to the age
 - b. Fitness of the basic material to the age
 - c. Fitness to the age of the material by which the basic material is developed (as the notes or stories used with a selected Bible passage)
- 2. Fitness of the material to meet the needs of the pupils as defined by child psychology and by sociology (age-levels considered) 110
- 3. Fitness to meet the specific objectives of the particular church (or other group) for which the material has been prepared 65

Main Headings Points Points
Sub-headings

c. Description of the equip-
ment needed for the course
d. Advancement of desirable
additional material and where
to get it

84

4. Provision for review lessons
a. Reviews not too frequent
nor too infrequent
b. Provision for well con-
ducted reviews

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VI. Content

95

1. Fitness of the material to appeal
strongly to pupils of the age for
which the lesson is intended
a. Fitness of the aim to the age
b. Fitness of the basic material
to the age
c. Fitness to the age of the material
by which the basic material is
developed (as the notes or stories
used with a selected Bible passage)

110

2. Fitness of the material to meet the needs of the
pupils as defined by child psychology and by
sociology (age-levels considered)

65

3. Fitness to meet the specific objectives of the
particular church (or other group) for which
the material has been prepared

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The Evaluation

I. Mechanical Features	II. Style	III. Pedagogical Organization of Lessons	IV. Teaching-Helps in the Individual Lesson	V. Teaching-Helps involved in the Organization of the Book As a Whole	VI. Content
115	100	250	140	125	270
1. Type (26) 2. Attractiveness of page (20) 3. Pictorial illustrations a. Artistic value of pictures (15) b. Excellence of mechanical execution of cuts (13) 4. Organization of page (21) 5. Make-up of book or pamphlet (20)	1. General literary merit (45) 2. Appropriateness of style to age of pupils (55)	1. Evidences of the functioning of an aim (56) 2. Type of organization of the lessons (41) 3. Provision for controlling study (50) 4. Provision of means to insure functioning of the instruction (65) 5. Provision for the enrichment of experience in ways not directly related to the lesson but not antagonistic to it (38)	1. A separate manual for teachers (32) 2. Valuable supplementary material for teachers (31) 3. Useful teaching suggestions (38) 4. Valuable teaching aids (39)	1. Valuable teaching suggestions additional to those that constitute an integral part of each lesson (as in an introductory chapter or scattered in short notices through the book) (34) 2. Supplementary teaching material (38) 3. Provision for giving the teacher perspective on the course (29) 4. Provision for review lessons (24)	1. Fitness of the material to appeal strongly to pupils of the age for which the lesson is intended (95) 2. Fitness of the material to meet the needs of the pupils as defined by child psychology and by sociology (age-levels considered) (110) 3. Fitness to meet the specific objectives of the particular church (or other group) for which the material has been prepared (65)

Torchbearers in China, by Mathews

I. 80	II. 96	III. 95	IV. 0	V. 23	VI. 247
1. 26 2. 14 a. 8 b. 12 4. 8 5. 12	1. 41 2. 55	1. 40 2. 25 3. 10 4. 10 5. 10	1. 0 2. 0 3. 0 4. 0	1. 0 2. 23 3. 0 4. 0	1. 80 2. 100 3. 60

Geography of Bible Lands, by Crosby

I. 91	II. 91	III. 175	IV. 6	V. 35	VI. 235
1. 20 2. 16 3. a. 8 b. 9 4. 20 5. 18	1. 37 2. 54	1. 45 2. 30 3. 40 4. 35 5. 25	1. 0 2. 0 3. 0 4. 6	1. 5 2. 30 3. 0 4. 0	1. 80 2. 95 3. 60

Graded Bible Stories, Book IV, by Mutch

I. 89	II. 86	III. 150	IV. 24	V. 56	VI. 165
1. 23 2. 14 3. a. 13 b. 12 4. 12 5. 15	1. 34 2. 52	1. 50 2. 20 3. 45 4. 25 5. 10	1. 0 2. 6 3. 12 4. 6	1. 0 2. 6 3. 12 4. 6	1. 65 2. 60 3. 40

The Story of Paul of Tarsus, by Atkinson

I. 91	II. 87	III. 190	IV. 82	V. 84	VI. 235
1. 26 2. 15 3. a. 10 b. 12 4. 12 5. 16	1. 32 2. 55	1. 50 2. 30 3. 47 4. 30 5. 33	1. 32 2. 28 3. 10 4. 12	1. 25 2. 20 3. 23 4. 16	1. 85 2. 90 3. 60

From Desert to Temple, by Whitman

I. 88.5	II. 91	III. 187	IV. 86	V. 55	VI. 245
1. 26 2. 17 3. a. 8 b. 10.5 4. 10 5. 17	1. 37 2. 54	1. 40 2. 39 3. 45 4. 35 5. 28	1. 0 2. 28 3. 25 4. 33	1. 20 2. 20 3. 15 4. 0	1. 85 2. 95 3. 65

Right Living, Series I, by Neuberg

I. 73	II. 87	III. 233	IV. 94	V. 45	VI. 260
1. 26 2. 15 3. a. None b. None 4. 15 5. 17	1. 32 2. 55	1. 56 2. 37 3. 50 4. 65 5. 25	1. 32 2. 25 3. 25 4. 12	1. 25 2. 8 3. 12 4. 0	1. 90 2. 105 3. 65

Living at Our Best, by Sharp and Hill

I. 95.5	II. 78	III. 170	IV. 6	V. 10	VI. 225
1. 26	1. 28	1. 30	1. 0	1. 0	1. 80
2. 14	2. 50	2. 30	2. 0	2. 10	2. 90
3. a. 13.5		3. 35	3. 0	3. 0	3. 55
b. 13		4. 50	4. 6	4. 0	
4. 12		5. 25			
5. 17					

Heroes of the Faith, by Gates

I. 69	II. 87	III. 185	IV. 87	V. 39	VI. 225
1. 23	1. 33	1. 30	1. 32	1. 10	1. 80
2. 9	2. 54	2. 35	2. 30	2. 10	2. 90
3. a. 4		3. 45	3. 25	3. 3	3. 55
b. 4		4. 45	4. 0	4. 16	
4. 14		5. 30			
5. 15					

Project Lessons On the Gospel of Mark, by Wadhams

I. 89.7	II. 85	III. 240	IV. 105	V. 86	VI. 265
1. 23	1. 30	1. 56	1. 0	1. 15	1. 95
2. 15	2. 55	2. 41	2. 28	2. 30	2. 105
3. a. 4		3. 50	3. 38	3. 25	3. 65
b. 8.7		4. 60	4. 39	4. 16	
4. 21		5. 33			
5. 18					

Heroes of Israel, by Soares

I. 88.1	II. 90	III. 172	IV. 121	V. 54	VI. 225
1. 25	1. 40	1. 45	1. 32	1. 10	1. 80
2. 17	2. 50	2. 37	2. 28	2. 25	2. 85
3. a. 9.6		3. 45	3. 36	3. 3	3. 60
b. 9		4. 40	4. 25	4. 16	
4. 11.5		5. 5			
5. 16					

The Kingdom of Love, by Carrier

I. 80	II. 93	III. 240	IV. 134	V. 59	VI. 270
1. 22	1. 38	1. 50	1. 32	1. 10	1. 95
2. 14	2. 55	2. 41	2. 29	2. 10	2. 110
3. a. 4		3. 47	3. 36	3. 23	3. 65
b. 5		4. 65	4. 37	4. 16	
4. 18		5. 37			
5. 17					

The Story of Jesus, by Buck

I. 101	II. 87	III. 202	IV. 129	V. 71	VI. 245
1. 26	1. 32	1. 47	1. 32	1. 10	1. 85
2. 14	2. 55	2. 37	2. 28	2. 27	2. 100
3. a. 14		3. 50	3. 35	3. 20	3. 60
b. 12		4. 35	4. 34	4. 14	
4. 18		5. 33			
5. 17					

<p>2. 9 4. 13 p. none s. none</p> <p>2. 10 3. 21 1. 28</p> <p>II. 84</p>	<p>2. 22 4. 22 2. 41 3. 41 1. 49</p> <p>III. 520</p>	<p>4. 32 2. 22 3. 4 1. 0</p> <p>IV. 94</p>	<p>4. 0 2. 12 3. 10 1. 10</p> <p>V. 22</p>	<p>2. 62 3. 110 1. 82</p> <p>VI. 540</p>
Всё время от 2 часов и до 3 часов он был в саду, на огороде				
<p>2. 9 4. 13 p. none s. none</p> <p>2. 10 3. 21 1. 28</p> <p>II. 84</p>	<p>2. 20 4. 22 2. 40 3. 41 1. 49</p> <p>III. 530</p>	<p>4. 30 2. 20 3. 32 1. 0</p> <p>IV. 12</p>	<p>4. 0 2. 30 3. 10 1. 18</p> <p>V. 42</p>	<p>2. 92 3. 110 1. 82</p> <p>VI. 540</p>
Всё время от 3 часов и до 4 часов он был в саду, на огороде				
<p>2. 9 4. 13 p. none s. none</p> <p>2. 10 3. 21 1. 28</p> <p>II. 84</p>	<p>2. 20 4. 22 2. 40 3. 41 1. 49</p> <p>III. 530</p>	<p>4. 30 2. 20 3. 32 1. 0</p> <p>IV. 12</p>	<p>4. 0 2. 30 3. 10 1. 18</p> <p>V. 42</p>	<p>2. 92 3. 110 1. 82</p> <p>VI. 540</p>
Всё время от 4 часов и до 5 часов он был в саду, на огороде				
<p>2. 9 4. 13 p. none s. none</p> <p>2. 10 3. 21 1. 28</p> <p>II. 84</p>	<p>2. 20 4. 22 2. 40 3. 41 1. 49</p> <p>III. 530</p>	<p>4. 30 2. 20 3. 32 1. 0</p> <p>IV. 12</p>	<p>4. 0 2. 30 3. 10 1. 18</p> <p>V. 42</p>	<p>2. 92 3. 110 1. 82</p> <p>VI. 540</p>

Young Japan, by Kerschner

I. 51	II. 87	III. 231	IV. 94	V. 33	VI. 270
1. 21	1. 32	1. 50	1. 0	1. 7	1. 95
2. 10	2. 55	2. 41	2. 25	2. 6	2. 110
3.		3. 47	3. 35	3. 20	3. 65
a. None		4. 63	4. 34	4. 0	
b. None		5. 30			
4. 12					
5. 8					

Young China, by Kerschner

I. 51	II. 87	III. 220	IV. 75	V. 42	VI. 270
1. 21	1. 32	1. 46	1. 0	1. 12	1. 95
2. 10	2. 55	2. 41	2. 25	2. 10	2. 110
3.		3. 40	3. 30	3. 20	3. 65
a. None		4. 63	4. 20	4. 0	
b. None		5. 30			
4. 12					
5. 8					

Programs of Study and Service on Latin America, by Oberg

I. 51	II. 87	III. 230	IV. 67	V. 35	VI. 270
1. 21	1. 32	1. 46	1. 0	1. 10	1. 95
2. 10	2. 55	2. 41	2. 7	2. 10	2. 110
3.		3. 47	3. 35	3. 15	3. 65
a. None		4. 63	4. 25	4. 0	
b. None		5. 33			
4. 12					
5. 8					

<p>2. 1A 4. 51 p. 10 a. 10.2</p>	<p>8. 20 J. 28</p>	<p>III. 190</p>	<p>IV. 104</p>	<p>V. 42</p>	<p>VI. 82</p>	<p>2. 20 4. 22 8. 20 J. 22</p>	<p>2. 20 4. 22 8. 20 J. 22</p>	<p>2. 20 4. 22 8. 20 J. 22</p>
<p>2. 1A 4. 51 p. 10 a. 10.2</p>	<p>8. 20 J. 28</p>	<p>III. 190</p>	<p>IV. 104</p>	<p>V. 42</p>	<p>VI. 82</p>	<p>2. 20 4. 22 8. 20 J. 22</p>	<p>2. 20 4. 22 8. 20 J. 22</p>	<p>2. 20 4. 22 8. 20 J. 22</p>
<p>2. 1A 4. 51 p. 10 a. 10.2</p>	<p>8. 20 J. 28</p>	<p>III. 190</p>	<p>IV. 104</p>	<p>V. 42</p>	<p>VI. 82</p>	<p>2. 20 4. 22 8. 20 J. 22</p>	<p>2. 20 4. 22 8. 20 J. 22</p>	<p>2. 20 4. 22 8. 20 J. 22</p>
<p>2. 1A 4. 51 p. 10 a. 10.2</p>	<p>8. 20 J. 28</p>	<p>III. 190</p>	<p>IV. 104</p>	<p>V. 42</p>	<p>VI. 82</p>	<p>2. 20 4. 22 8. 20 J. 22</p>	<p>2. 20 4. 22 8. 20 J. 22</p>	<p>2. 20 4. 22 8. 20 J. 22</p>

Christian Life and Conduct, by Hunting

I. 61	II. 85	III. 205	IV. 87	V. 39	VI. 215
1. 23 2. 9 3. a. None b. None 4. 14 5. 15	1. 32 2. 53	1. 45 2. 35 3. 45 4. 50 5. 30	1. 32 2. 30 3. 25 4. 0	1. 10 2. 10 3. 3 4. 16	1. 80 2. 75 3. 60

The Life and Times of Jesus, by Grant

I. 94	II. 89	III. 199	IV. 107	V. 45	VI. 210
1. 26 2. 14 3. a. 8 b. 9 4. 20 5. 17	1. 39 2. 50	1. 52 2. 37 3. 40 4. 40 5. 30	1. 32 2. 25 3. 30 4. 20	1. 10 2. 10 3. 20 4. 5	1. 80 2. 75 3. 55

Early Days of Christianity, by Grant

I. 98.3	II. 89	III. 180	IV. Teacher's manual unobtainable.	V. 20	VI. 225
1. 26 2. 14 3. a. 10.3 b. 10 4. 21 5. 17	1. 39 2. 50	1. 45 2. 30 3. 40 4. 35 5. 30		1. 0 2. 16 3. 4 4. 0	1. 80 2. 85 3. 60

<p>2. 14 4. 10 p. none s. none</p> <p>2. 14 3. 14 J. 14</p> <p>I. 14</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>III. 20</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>II. 20</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>IV. 20</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>VI. 20</p>
<p>2. 14 4. 10 p. none s. none</p> <p>2. 14 3. 14 J. 14</p> <p>I. 14</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>III. 20</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>II. 20</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>IV. 20</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>VI. 20</p>
<p>2. 14 4. 10 p. none s. none</p> <p>2. 14 3. 14 J. 14</p> <p>I. 14</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>III. 20</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>II. 20</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>IV. 20</p>	<p>2. 20 4. 20 3. 20 3. 20 J. 20</p> <p>VI. 20</p>

Peter and Paul and Their Friends, by Nicolay

I. 66	II. 89	III. 194	IV. 68	V. 38	VI. 250
1. 20	1. 34	1. 40	1. 0	1. 20	1. 90
2. 16	2. 55	2. 41	2. 28	2. 5	2. 100
3.		3. 47	3. 15	3. 13	3. 60
a. None		4. 33	4. 25	4. 0	
b. None		5. 33			
4. 14					
5. 16					

The Bible Story and Content, by Laufer

I. 89.2	II. 89	III. 195	IV. 8	V. 28	VI. 245
1. 24	1. 39	1. 45	1. 0	1. 0	1. 85
2. 12	2. 50	2. 30	2. 8	2. 25	2. 100
3.		3. 45	3. 0	3. 0	3. 60
a. 8		4. 50	4. 0	4. 3	
b. 8.2		5. 25			
4. 20					
5. 17					

Builders of the Church, by Tucker

I. 67	II. 94	III. 174	IV. 5	V. 13	VI. 243
1. 26	1. 39	1. 45	1. 0	1. 3	1. 88
2. 14	2. 55	2. 25	2. 5	2. 7	2. 95
3.		3. 45	3. 0	3. 3	3. 60
a. None		4. 30	4. 0	4. 0	
b. None		5. 29			
4. 10					
5. 17					

<p>2. 17 4. 2 P. 2 S. 4</p> <p>2. 14 S. 14 J. 22</p> <p>I. 22</p>	<p>S. 20 J. 22</p> <p>II. 22</p>	<p>2. 20 4. 20 S. 20 J. 20</p> <p>III. 22</p>	<p>4. 0 S. 0 J. 0</p> <p>IV. 20</p>	<p>4. 0 S. 12 J. 0</p> <p>V. 22</p>	<p>2. 22 S. 200 J. 22</p> <p>VI. 240</p>
<p>Молдавия Республикасының Республикасы</p>					
<p>2. 15 4. 11 P. 11 S. 11</p> <p>2. 14 S. 14 J. 22</p> <p>I. 22</p>	<p>S. 22 J. 22</p> <p>II. 22</p>	<p>2. 20 4. 20 S. 20 J. 20</p> <p>III. 22</p>	<p>4. 0 S. 0 J. 0</p> <p>IV. 20</p>	<p>4. 0 S. 12 J. 0</p> <p>V. 22</p>	<p>2. 22 S. 200 J. 22</p> <p>VI. 240</p>
<p>Молдавия Республикасының Республикасы</p>					
<p>2. 15 4. 11 P. 11 S. 11</p> <p>2. 14 S. 14 J. 22</p> <p>I. 22</p>	<p>S. 22 J. 22</p> <p>II. 22</p>	<p>2. 20 4. 20 S. 20 J. 20</p> <p>III. 22</p>	<p>4. 0 S. 0 J. 0</p> <p>IV. 20</p>	<p>4. 0 S. 12 J. 0</p> <p>V. 22</p>	<p>2. 22 S. 200 J. 22</p> <p>VI. 240</p>
<p>Молдавия Республикасының Республикасы</p>					
<p>2. 15 4. 11 P. 11 S. 11</p> <p>2. 14 S. 14 J. 22</p> <p>I. 22</p>	<p>S. 22 J. 22</p> <p>II. 22</p>	<p>2. 20 4. 20 S. 20 J. 20</p> <p>III. 22</p>	<p>4. 0 S. 0 J. 0</p> <p>IV. 20</p>	<p>4. 0 S. 12 J. 0</p> <p>V. 22</p>	<p>2. 22 S. 200 J. 22</p> <p>VI. 240</p>
<p>Молдавия Республикасының Республикасы</p>					
<p>2. 15 4. 11 P. 11 S. 11</p> <p>2. 14 S. 14 J. 22</p> <p>I. 22</p>	<p>S. 22 J. 22</p> <p>II. 22</p>	<p>2. 20 4. 20 S. 20 J. 20</p> <p>III. 22</p>	<p>4. 0 S. 0 J. 0</p> <p>IV. 20</p>	<p>4. 0 S. 12 J. 0</p> <p>V. 22</p>	<p>2. 22 S. 200 J. 22</p> <p>VI. 240</p>

How We Got Our Bible, by Smyth

I. 84 1. 23 2. 14 3. a. 7 b. 11 4. 12 5. 17	II. 94 1. 39 2. 55	III. 125 1. 45 2. 30 3. 0 4. 30 5. 20	IV. 0 1. 0 2. 0 3. 0 4. 0	V. 16 1. 0 2. 16 3. 0 4. 0	VI. 240 1. 90 2. 95 3. 55
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World Friendship, Inc., by Murray

I. 78 1. 26 2. 14 3. a. 6 b. 9 4. 11 5. 12	II. 87 1. 32 2. 55	III. 100 1. 40 2. 30 3. 10 4. 10 5. 10	IV. 0 1. 0 2. 0 3. 0 4. 0	V. 13 1. 0 2. 13 3. 0 4. 0	VI. 245 1. 85 2. 100 3. 60
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High Adventure, by Hess

I. 65 1. 26 2. 14 3. a. 4 b. 5 4. 5 5. 11	II. 93 1. 43 2. 50	III. 135 1. 40 2. 25 3. 0 4. 50 5. 20	IV. 20 1. 0 2. 20 3. 0 4. 0	V. 13 1. 0 2. 13 3. 0 4. 0	VI. 240 1. 85 2. 100 3. 55
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2. 30 4. 10 p. 4 8. 0.8 2. 34 S. 14 I. 32	2. 22 S. 22 I. 28	2. 38 4. 22 2. 0 S. 20 I. 44	4. 0 2. 0 S. 0 I. 0	4. 0 2. 0 S. 8 I. 8	2. 90 S. 102 I. 82
2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27
2. 30 4. 10 p. 4 8. 0.8 2. 34 S. 14 I. 32	2. 22 S. 22 I. 28	2. 38 4. 22 2. 0 S. 20 I. 44	4. 0 2. 0 S. 0 I. 0	4. 0 2. 0 S. 8 I. 8	2. 90 S. 102 I. 82
2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27
2. 30 4. 10 p. 4 8. 0.8 2. 34 S. 14 I. 32	2. 22 S. 22 I. 28	2. 38 4. 22 2. 0 S. 20 I. 44	4. 0 2. 0 S. 0 I. 0	4. 0 2. 0 S. 8 I. 8	2. 90 S. 102 I. 82
2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27
2. 30 4. 10 p. 4 8. 0.8 2. 34 S. 14 I. 32	2. 22 S. 22 I. 28	2. 38 4. 22 2. 0 S. 20 I. 44	4. 0 2. 0 S. 0 I. 0	4. 0 2. 0 S. 8 I. 8	2. 90 S. 102 I. 82
2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27	2. 27 I. 27

The Spread of Christianity, by Hutchinson

25

I. 98	II. 89	III. 203	IV. 77	V. 48	VI. 250
1. 23 2. 17 3. a. 9 b. 12 4. 19 5. 18	1. 34 2. 55	1. 50 2. 36 3. 45 4. 40 5. 32	1. 32 2. 5 3. 25 4. 15	1. 8 2. 25 3. 10 4. 5	1. 85 2. 105 3. 60

Christianity at Work, by Versteeg

I. 77	II. 90	III. 217	IV. 15	V. 11	VI. 260
1. 26 2. 14 3. a. None b. None 4. 20 5. 17	1. 35 2. 55	1. 45 2. 36 3. 40 4. 63 5. 33	1. 0 2. 5 3. 0 4. 10	1. 0 2. 8 3. 3 4. 0	1. 95 2. 105 3. 60

Making Life Count, by Foster

I. 73.9	II. 87	III. 168	IV. 0	V. 10	VI. 260
1. 23 2. 14 3. a. 6.9 b. 7 4. 7 5. 16	1. 32 2. 55	1. 47 2. 30 3. 0 4. 63 5. 28	1. 0 2. 0 3. 0 4. 0	1. 2 2. 8 3. 0 4. 0	1. 95 2. 105 3. 60

2. 15 4. 8 p. none e. none 3. S. 3 I. 28	2. 29 II. 8A	2. 2 4. 80 3. 40 S. 20 I. 4A	4. 3 2. 82 S. 11 I. 38	4. 0 2. 10 S. 1.2 I. 8	2. 80 S. 102 I. 82
I. 29	II. 8A	III. 189	IV. 11	V. 18.2	VI. 590
Mnet Does Cmltet Exbec of Xcnu8 Beoble Locwlye Series I & II, p1 211el					
2. 8 4. 12 p. none e. none 3. S. 10 I. 32	2. 29 II. 8A	2. 10 4. 80 3. 30 S. 20 I. 42	4. 13 2. 10 S. 0 I. 0	4. 0 2. 0 S. 2 I. 8	2. 80 S. 102 I. 82
I. 29	II. 8A	III. 1A1	IV. 88	V. 11	VI. 590
Boplene of Cmltetu Xontp, p1 21ock					
2. 8 4. 12 p. none e. none 3. S. 10 I. 32	2. 29 II. 8A	2. 2 4. 80 3. 30 S. 20 I. 42	4. 12 2. 10 S. 0 I. 0	4. 0 2. 0 S. 2 I. 8	2. 80 S. 82 I. 82
I. 29	II. 8A	III. 189	IV. 82	V. 12	VI. 590
Cmltetu file Boplene, p1 21ock					

Christian Life Problems, by Stock

I. 56	II. 87	III. 166	IV. 25	V. 13	VI. 240
1. 23 2. 10 3. a. None b. None 4. 15 5. 8	1. 32 2. 55	1. 45 2. 36 3. 20 4. 60 55. 5	1. 0 2. 0 3. 10 4. 15	1. 8 2. 5 3. 0 4. 0	1. 85 2. 95 3. 60

Problems of Christian Youth, by Stock

I. 56	II. 87	III. 171	IV. 22	V. 11	VI. 250
1. 23 2. 10 3. a. None b. None 4. 15 5. 8	1. 32 2. 55	1. 45 2. 36 3. 20 4. 60 5. 10	1. 0 2. 0 3. 10 4. 12	1. 8 2. 3 3. 0 4. 0	1. 85 2. 105 3. 60

What Does Christ Expect of Young People Today? Series I & II, by Sailer

I. 55	II. 87	III. 188	IV. 71	V. 19.5	VI. 250
1. 26 2. 9 3. a. None b. None 4. 8 5. 12	1. 32 2. 55	1. 47 2. 36 3. 40 4. 60 5. 5	1. 32 2. 11 3. 25 4. 3	1. 8 2. 1.5 3. 10 4. 0	1. 85 2. 105 3. 60

<p>I. 77</p> <p>1. 23</p> <p>2. 16</p> <p>3. a. None b. None</p> <p>4. 21</p> <p>5. 17</p>	<p>II. 87</p> <p>1. 32</p> <p>2. 55</p>	<p>III. 221</p> <p>1. 45</p> <p>2. 38</p> <p>3. 45</p> <p>4. 63</p> <p>5. 30</p>	<p>IV. 30</p> <p>1. 0</p> <p>2. 0</p> <p>3. 0</p> <p>4. 30</p>	<p>V. 7</p> <p>1. 2</p> <p>2. 5</p> <p>3. 0</p> <p>4. 0</p>	<p>VI. 265</p> <p>1. 95</p> <p>2. 105</p> <p>3. 65</p>
<p>I. 77</p> <p>1. 23</p> <p>2. 16</p> <p>3. a. None b. None</p> <p>4. 21</p> <p>5. 17</p>	<p>II. 87</p> <p>1. 32</p> <p>2. 55</p>	<p>III. 221</p> <p>1. 45</p> <p>2. 38</p> <p>3. 45</p> <p>4. 63</p> <p>5. 30</p>	<p>IV. 30</p> <p>1. 0</p> <p>2. 0</p> <p>3. 0</p> <p>4. 30</p>	<p>V. 7</p> <p>1. 2</p> <p>2. 5</p> <p>3. 0</p> <p>4. 0</p>	<p>VI. 265</p> <p>1. 95</p> <p>2. 105</p> <p>3. 65</p>

Jesus' Teachings, by Weston

The Comparative Rating of the Texts. It will be of interest to see the comparative rating of the texts, putting first the book with the highest total score, and listing the others in proper order on down to the lowest score. The fact that the teacher's manual for Grant's "Early Days of Christianity" was unobtainable has made it impossible to determine the total score for that text. The others are listed in the chart which follows. The two texts by Weston, "Jesus and the Problems of Life" and "Jesus' Teachings", each scoring 687 points, come just halfway down the list, and therefore mark the median in the scale. We should assume, then, that they represent the standard satisfactory text; that all those above them are superior; and those below them, unsatisfactory.

We must remember, however, that we have not evaluated all the books in this particular field. We have examined only those on an approved list issued by the Department of Vacation and Week-Day Church Schools of the International Council of Religious Education. The position of a text below the median in the scale does not, therefore, indicate unfitness for use. It will be noticed that books very desirable from some points of view fall below the median because of certain shortcomings. Others which a personal estimate of contents, for instance, would place beyond the pale, win out on the strength of other features which are desirable. In such cases we see both the strength and the weakness of a scoring system.

The Comparative Rating of the Texts. It will be of interest

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The Kingdom of Love	876
Project Lessons on the Gospel of Mark	870.7
The Story of Jesus	835
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Young Japan	766
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Seventh Grade

Torchbearers in China, by Basil Mathews and Arthur M. Matheson, is a paper bound book with attractive photograph illustrations. In graphic narrative style it tells the achievements of such men as Samuel Pollard, Dr. Albert Shelden, and Wattle Fye. It is arranged as a story book rich in content rather than as a textbook. (Of. p.17).

The Geography of Bible Lands, by Benn L. Crosby, is a good pupil's text, attractive both in mechanical features and in content. It contains eight maps and seventy-two photographs illustrating Oriental life. These are well chosen, but might be printed more distinctly. The book deals with Asia, Mesopotamia, Persia, Syria, Palestine, Judaea, Arabia, Egypt, Armenia, Asia Minor, Greece, and Italy. Its contents are varied, including among such questions as topography, transportation, and social customs a discussion of Mohammedanism. It attempts at all points to link Biblical incidents with their proper locale. In the main, the style is clear and interesting. In part, it follows the travel method of narration found in Carpenter's geographic readers. Questions for study appear at the end of each chapter. A list of reference books for pupils and for teacher, a gloss-

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Graded Bible Stories, Book IV, by William James Mutch, is designed for pupils from eleven to fourteen years old. Its aim is purely to present and provide drill in those Bible stories allotted to this age group. The book is remarkably monotonous. The teacher tells the story, several pupils re-tell it during the class session; and all, presumably, retell it at home to their parents. The questions on each story are a mere test of memory. A collection of Wilde pictures is to be obtained for use in the pupils' notebooks. The book seems wholly unsuited, both in content and method, for use in seventh grade classes of religion. (Cf. p. 17).

The Story of Paul of Tarsus, by Louise Warren Atkinson, is a manual for teachers of seventh and eighth grade pupils. It wisely emphasizes the boyhood of Paul, and the activity rather than the teachings of Paul, the man. It contains good background material for the life of this great pioneer. Each chapter gives references for study (Biblical and otherwise), illustrative material, the central thought of the lesson, and suggestions to the teacher. A looseleaf notebook for pupils and an envelope containing twenty-nine pictures to paste in accompany the teacher's manual. (Cf. p. 18).

From Desert to Temple, by Eleanor Wood Whitman, shows the spiritual growth of the people whose distinct gift to the world was "the knowledge of one God, the Father of all." It is a dramatic narration of Hebrew history embodying bits of ancient Hebrew poetry and prophetic utterances. The narration in each chapter is followed

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by "Information for the Teacher" and "Suggestions for Teaching." Dramatizations are included from time to time. There are two maps and three good photographs. Altogether the book is very usable. (Cf. p. 18).

Right Living, Series I, By Maurice J. Neuberg, is a discussion course for pupils twelve to fourteen years old. The teacher's and pupil's manuals come bound either in paper or in cloth. The twenty-six problems for discussion are very practical for pupils of this age. They include such topics as politeness, responsibility, clean speech, snobbishness, kindness to animals, and obedience. The whole course is life-centered with background material both Biblical and extra-Biblical. The emphasis throughout is on conduct. Each lesson contains accounts of several life-situations with questions on them calling for moral judgment, ^{and} the blank pages for written answers. The pupils are directed to outside reading and are given problems for research. (Cf. p. 18).

Eighth Grade

Living at Our Best, by Grace Hastings Sharp and Mabel Hill, treats valuable subjects inadequately. At first glance, one finds the book attractive and practical. Closer examination, however, reveals its poor organization. The chapters are poor in paragraph sequence. Headings are sometimes inappropriate. Points are not clinched. One wonders, "What is it all about?" Among the subjects discussed are health, kindness to animals, leadership, personality, the value of money, work, specialization, and happiness. (Cf. p.19).

Heroes of the Faith, by Herbert Wright Gates, is unsuitable for week-day schools for two reasons, In the first place, it is

cheaply bound in cloth, the space between lines is cramped, and the zinc etching portraits are almost ludicrous. As a college Freshman exclaimed over them, "Why, those are the sort of portraits we always used to put mustaches on in our textbooks!" In the second place, the lessons are arranged with almost no logical sequence. Abraham, David Livingstone, Florence Nightingale, and Elijah are scattered in with Wyclif, St. Paul, John Eliot, and Judas Maccabeus. The style of the book is clear, but not brilliant. Each lesson is followed by directions for study, notebook work, home work, and suggestions for outside reading and investigation. The reviews are stimulating and varied. A teacher's manual accompanies the pupil's book. These desirable features have brought the book just above the median in the rating. With improved mechanical features and better organization "Heroes of the Faith" would make a valuable text. (Cf. p. 19).

Project Lessons on the Gospel of Mark, by Nellie Content Kimberly Wadhams, is an excellent teacher's manual designed for seventh grade classes, and more suitable for them than for eighth grade pupils. It gives explicit directions for handwork, and lists necessary supplies and supplementary books. It offers careful suggestions for conducting the class, and includes material for pre-session work, the worship period, and the assignment. Each lesson includes a typical class discussion. A pocket on the back cover contains patterns needed for handwork. Photos in the book show some of the pupil's completed work--such things as a Palestinian house and a synagogue. The course attempts to govern conduct by providing ten lessons at the end, in which the pupils make gifts for other children. The last project is an exhibit and a missionary play. The course should be of vital interest to seventh grade pupils. (Cf. p. 19).

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Liberty Wadhams, is an excellent teacher's manual designed for seventh grade classes, and more suitable for them than for eighth grade pupils. It gives explicit directions for handwriting, and lists necessary supplies and supplementary books. It offers careful suggestions for conducting the class, and includes material for pre-session work, the worship period, and the assignment. Each lesson includes a typical class discussion. A pocket on the back cover contains patterns needed for handwriting. Photos in the book show some of the pupil's completed work--such things as a Palestinian house and a synagogue. The course attempts to govern conduct by providing ten lessons at the end, in which the pupils make gifts for other children. The last project is an exhibit and a missionary play. The course should be of vital interest to seventh grade pupils. (Cl.

Heroes of Israel, by Theodore Gerald Soares, is a collection of hero stories for juniors, and should probably not be used with eighth grade pupils. The book is attractive in make-up, and contains two clear maps and several cuts including photographs of the statues, "Moses" and "David", by Michelangelo. Each lesson in the pupil's book is divided into three parts: first, the Bible text of the story printed under appropriate headings and omitting undesirable and irrelevant parts; second, "The Meaning of the Story"--questions and running comments; and third, a review composed of map work and written work in the pupils' notebooks. The stories are treated from a modern point of view, which recognizes them as the outgrowth of a rude civilization, but as vehicles, nevertheless, of spiritual values. A fairly helpful teacher's manual accompanies the pupil's book. (Cf. p. 20).

The Kingdom of Love, by Blanche Carrier, is a course which has been tried out and revised during five years in the week-day schools of Dayton, Ohio. It is designed for sixth, seventh, and eighth grades. Miss Carrier has prepared a comprehensive teacher's manual and a brief pupil's manual. The course begins with a brief and moving story of Jesus' whole career, entitled, "The Young Man With a Daring Dream". Then it specializes on "Jesus the Boy"; "Jesus, Citizen of the Kingdom"; "Jesus, the Hero"; and "Jesus, the King". The course is organized around large units, each covering one or two weeks' work. It is full of variety and enrichment. Each unit combines stories, problems, discussions, pictures, hymn-study, worship, projects, and notebook work. There is great variety, likewise, in the assignments. Pupils are given very practical things to do in the realms of memorizing, individual investigations, and service activities.

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The class periods are in part socialized recitations. The entire course is life-centered. (Cf. p. 20).

The Story of Jesus, by Florence Buck, has the liberal point of view which we should expect in a Unitarian publication. Three books are needed for the course: the teacher's book; the pupil's book, "The Gospel of Jesus", by Clayton R. Bowen; and a pupil's notebook prepared by Florence Buck. The teacher's manual gives information bearing on the lesson material, teaching suggestions, lesson assignments, lesson aims, references to supplementary material, directions for notebook work, and lists of pictures which may be used.

The Beacon Press pamphlet on "Publications in Religious Education", page 19, thus describes the pupil's book: "It is an arrangement of the first three Gospels into continuous narrative in Bible language. The arrangement is based on critical scholarship; legendary material is put into an Appendix. There are critical notes and excellent indexes." The "legendary material" includes such narratives as the birth of Christ, the transfiguration, the feeding of the five thousand, and the resurrection.

The pupil's notebook should be of great interest to seventh or eighth graders. It contains poems and prayers to learn, maps to complete, questions to answer, pictures to paste in. (Cf. p. 20).

Young Japan and Young China, by Mabel Gardner Kerschner, are valuable pamphlets for leaders of intermediates. They are project courses based on "the conviction that friendship grows through active participation in the life of others more than through the mere know-

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ledge of facts about them." # Young China plunges the pupils into a series of activities which necessitate the gathering of definite information. This information is printed at the end of the pamphlet. Among the suggested activities are a party for primary children, a Chinese play, a Chinese festival, and a Chinese publicity campaign. Young Japan is organized around such topics as "At Home in Japan", "At School in Japan", and "At Play in Japan". Worship, special reports, handwork, conversations, dramatizations, and games lend variety to the course. (Cf. p. 21).

Programs of Study and Service on Latin America, by Elsie L. Oberg, is a pamphlet similar to those just described. It resembles Young Japan more than Young China in that it is organized around topics for study with accompanying activities, rather than around activities involving topics for study. It, too, presents a varied program of worship, map work, dramatizations, service activities, games, and even Latin American meals. (Cf. p. 21).

Ninth Grade

Christian Life and Conduct, by Harold B. Hunting, has the cheap, unattractive make-up characteristic of the Scribner Series. Both pupil's and teacher's manual are built up on the old quarterly plan, but all four quarters are bound in one cloth-covered volume. Part I, entitled "Living According to the Standards of Law", deals with such questions as "The Right to Life", "The Right to Property", and "The Rights of Dumb Animals". Part II, "Living According to the Standards of the Sages and Prophets", takes up "The Importance of Self-Control", "The Dignity of Work", "Suffering for Others", etc.

#Kerschner, M. G., "Young China", p. 1

Among the topics in Part III, "Living According to the Standards of Jesus", are "The Christian in the Family", "The Christian and His Friends", "The Christian and His Thoughts".

Following each lesson are questions with spaces for written answers. Only about one in eight questions is related to a life-situation. The lessons are less practical than the topics lead one to expect, and are monotonous in their unvaried form. The course contains good poetry quoted rather copiously. (Cf. p. 22).

The Life and Times of Jesus, by Frederick C. Grant, is what we ^{should} ~~shall~~ call a perfectly harmless book. It tells the life of Christ objectively with no attempt to explain or interpret such miracles as the dove at Jesus' baptism, casting out demons, or the birth and resurrection of Jesus. Perhaps we should not call the book "harmless" after all, for pupils this age require a satisfactory explanation of these matters. The photographs of Palestine are helpful, but the study topics lack vitality.

The teacher's manual states lesson aims, tells what to stress, and gives brief notes on class procedure, adding rather prosaic and preachy "applications" of the lesson. The suggested "activity" is largely notebook work.

The good mechanical features of the book, its clear literary style, and its separate manual for teachers have all helped to place it above the median in the rating scale. (Cf. p. 22).

The Early Days of Christianity, by Frederick C. Grant, is a thoroughly usable text on church history. There is an introductory chapter on "The Roman World". The rest of the book falls into three parts. Part I deals with Peter, John, Stephen, and other members of the early church in Palestine. Part II presents the work of Paul.

Part III takes up the martyrs, the church fathers, Constantine, and others. Study topics follow each chapter. These call for map work, investigation in encyclopaedias and other books, memorizing, and questions involving both memory and personal judgment. (Cf. p. 22).

Peter and Paul and Their Friends, by Helen Nicolay, is a manual for teachers of fourteen-year-old pupils. It is attractive in make-up and in its sprightly literary style. Historical and geographical backgrounds, subjects for discussion, lesson mottoes, memory verses, poems, references to pictures, and books for the teacher's further study, actual questions and assignments for the pupil's individual study during the week,--all these things make the book quite practical. The teaching suggestions are full of variety. The book is weak, however, in failing to provide for reviews.

The pupils are expected to use the Bible as their text, and to work at individual assignments for the socialized class period. (Cf. p. 23)

Tenth Grade

The Bible Story and Content, by Calvin Weiss Laufer, presents in popular form "The Origin of the Bible", "The Contents of the Bible", and "The Bible in Various Tongues". The style is, perhaps, too childish for the tenth grade, though the subject matter is not. The book gives the modern attitude toward the Bible, but is reverent and constructive throughout. Each chapter is followed by questions based chiefly on the text, and by page references to books for further study. The illustrations are good reproductions of archaeological finds and of pages from famous Bibles. (Cf. p. 23).

Builders of the Church, by Robert Leonard Tucker, contains thirty-two chapters, each devoted to a different "builder". It begins with Paul, Athanasius, and Augustine and comes down through the ages to such modern "builders" as Frances E. Willard, Robert E. Lee, and Theodore Roosevelt. Study topics and suggested readings (non-Biblical) conclude each chapter. The study topics relate the material to modern situations. All in all, the book is a very practical pupil's text. (Cf. p. 23).

How We Got Our Bible, by J. Paterson Smyth, "traces the story of the Bible from the earliest manuscripts of Apostolic days down to the last Revised Version which is in our hands to-day." # The account is clear and graphic, embodying some vigorous description and enlivened by direct discourse. The illustrations are reproductions of pages from ancient manuscripts and historic Bibles. The book is not well arranged for a text. There are sub-chapters but no paragraph headings. Questions and topics for study are lacking. (Cf. p. 24).

World Friendship, Inc., by J. Lovell Murray, similar in make-up to Torchbearers in China, shows what Christianity is accomplishing in all phases of life in the foreign mission field--health, industry, education, editorial work, agriculture, and social service. The style is expository, with bits of narrative to make points vivid. Topics for study, a list of books for further reading, and more paragraph headings would be helpful. (Cf. p. 24).

Christianity at High School

High Adventure, by Fjeril Hess, is a lively little book to develop appreciation of the Slavs in America. The author's pen and ink illustrations, while suggestive, are rather crude in execution #Smyth, J. P. "How We Got Our Bible", pp. 1-2

Bible of the Church, by Robert Leander Tucker, contains thirty-two chapters, each devoted to a different "Bible". It begins with Paul, Augustine, and Augustine and comes down through the ages to such modern "Bibles" as Francis A. Wilford, Robert A. Lee, and Theodore Roosevelt. Study topics and suggested readings (non-Biblical) conclude each chapter. The study topics relate the material to modern situations. All in all, the book is a very practical pupil's text. (Cf. p. 23).

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and childish in subject. The literary style, likewise, would make a stronger appeal to younger pupils. The book begins with the story of a Slavic boy's trip to America and develops his Slavic background. The last chapter, "Youth's High Adventure", suggests that the pupils make a community survey and draw a map showing the location of various branches of the Slavic family--their public halls, churches, schools, and other institutions.

There are no paragraph headings. (Cf. p. 24).

The Spread of Christianity, by Paul Hutchinson, is a church history for the tenth or eleventh grade. The theme, according to the preface, is "Christianity as a growing power." Beginning with the Apostolic age, the account proceeds through the age of Constantine, the rise of the Pope, the Crusades, the Reformation, and continues down to the Church in America and the development of modern missions in the leading foreign countries.

The book has many desirable textbook features. The style is clear. The chapters are well subdivided. There are three maps and five illustrations. Suggestions for discussion follow each chapter. A list of books for further reading adds to its usefulness as a text.

The teacher's manual, by Marion O. Hawthorne, follows the same plan as Grant's manual for The Life and Times of Jesus. (Cf. p. 25).

Senior High School

Christianity at Work, by John M. Versteeg, is a refreshingly enlightened sort of book, with a modern attitude toward the Bible and toward social questions. Its avowed aim, stated on page 8, is "to enlist the student in the cause of Christ". To this end, it empha-

sizes Christianity as a movement. We have here a church history revealing both the failures and achievements of the church. It shows what Christianity has done in regard to such matters as slavery, the position of woman, poverty, labor, democracy, peace, and race relations. One whole division, devoted to "Christianity at Work on Culture", shows Christianity's relationship to science and the arts.

The questions for discussion are religious, but not Biblical. They encourage the pupil to re-think his religion from a new angle. (cf. p. 25).

Making Life Count, by Eugene C. Foster, contains sane and practical material for vocational guidance in its broad, underlying principles--such matters as education, ambition, and self-analysis. One chapter is devoted to whole-time Christian callings. The last chapter discusses the choice of amusement and friends of the opposite sex. The cheap little drawings and lack of paragraph headings and topics for discussion make the book undesirable as a text. (Cf. p. 25).

Problems of Christian Youth, by Harry Thomas Stock, a paper-covered booklet, saddle stitched, with wire staples, is a discussion course for Young People's groups. The leader is given help in what assignments to make, and in how to open the discussion. For the discussion itself he is given life-situation stories, Bible references, and questions involving moral judgment. Suggestions are made for clinching the conclusions. The material is very practical and stimulating.

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Problems of Christian Youth, by Harry Thomas Stock, a paper-covered booklet, saddle stitched, with wire staples, is a discussion course for Young People's groups. The leader is given help in what assignments to make, and in how to open the discussion. For the discussion itself he is given life-allocation stories, Bible references, and questions involving moral judgment. Suggestions are made for clinching the conclusions. The material is very practical and stimulating.

The weakness of the course lies in its almost total lack of background material and references to other books. The students must simply argue, weigh, and conclude without any informational basis. The discussions might be used merely to open up questions for real study. Among the problems are Young People and their parents, freedom, conscience, gambling, prohibition, relationships between young men and women, the Bible, the Church, and the future life. (Cf. p. 26).

Christian Life Problems, by Harry Thomas Stock, has the same mechanical features, the same lesson plans, the same lack of informational background as its companion volume just described. The problems are different. Among them are friendships, sportsmanship, fun, laws, the Church, money, peace and war, tolerance, and missions. (Cf. p. 26).

What Does Christ Expect of Young People To-day? Series I and II, by T. H. P. Sailer, develops each lesson around a life-situation with questions involving moral judgment. These life-situation stories and questions appear both in the teacher's manual and the pupil's leaflet. One Bible reference is given for each problem. The course tries to make the pupil see both sides of a question and reach his own conclusion.

Series I includes such problems as Sabbath observance, joining the Church, truth-telling, race relations, and the Golden Rule in industry. Series II includes, for example, "Does Every One Have a Fair Chance?", "What Can We Do About It?", "Should We Give to Beggars?", and "Is There Any Harm in Betting?"

The book has two weaknesses; namely, its lack of informational material as a basis for discussion and its cheap make-up. It is bound in paper, and so stitched that it will not lie open flat. (Cf. p. 26).

Jesus and the Problems of Life, by Sidney A. Weston, is a very practical little discussion course, life-centered, yet solid in Biblical background. The problems are taken both from the life of Jesus and from the modern life of Young People. They include, for example, home life, choosing one's life work, meeting temptation, community welfare, prayer, faith, and social customs and regulations we do not like. The mechanical features of the book are good. (Cf.p.27).

Jesus' Teachings, by Sidney A. Weston, follows the same plan as "Jesus and the Problems of Life". Among the problems for discussion are pleasure, prohibition, race relations, success, force or love, and immortality. (Cf. p. 27).

Conclusion

Such are the high school textbooks recommended for use in week-day schools of religion. On the whole, they represent a distinct advance over the traditional Sunday school quarterly, both in make-up and in the treatment of the subject matter. Yet there is still room for improvement. Some of the books which we have given serious consideration will, we hope, soon be crowded out to make room for new texts of superior worth. If the week-day school of religion is to co-operate with the public schools, it must give to its pupils textbooks that will command respect, first, for their superficial attractiveness, and second, for the worth of their contents. May the religious textbook of the future be indeed "the precious life-blood of a master spirit."

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Summary

Chapter I. Problems Involved in the Evaluation

Three problems are involved in this study. Problem I is to define the week-day school of religion. We have conceived it as (1) non-denominational in its organization and functioning, (2) broad in its choice of curriculum materials, and (3) life-centered in its emphasis.

Problem II is to decide which textbooks to evaluate. Omitting some for definite reasons, we have chosen those recommended for junior and senior high school by the Department of Vacation and Weekday Church Schools of the International Council of Religious Education. This book list was published in January, 1928.

Problem III is to choose a standard of evaluation. We have used, in the main, the score-card for measuring church school textbooks which appears in Part III of "The Indiana Survey of Religious Education", volume II. A score-card evaluation has both advantages and disadvantages. While it provides an objective standard, it does not insure the scientific method. When one judges the contents of a book, individual biases are inevitable. We have set down our own criteria for judging contents, in terms of the characteristics and corresponding needs of junior and senior high school pupils.

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Chapter II. A Score-Card Evaluation

We have given first the entire score-card, showing each element evaluated and the numerical value attached to it. By omitting secondary sub-heads, we have condensed the score-card into chart form, arranging below it in corresponding columns the ratings of thirty-two textbooks. We have then determined the total scores and listed the books in the order of preference so as to find the median score. Those above it are the superior texts. Those below it, however, are not necessarily unfit for use, since all the books evaluated come from a carefully selected list.

Chapter III. A Description of the Textbooks

The last chapter describes briefly the outstanding characteristics of the thirty-two textbooks. On the whole, they represent an advance over the traditional Sunday school quarterly, but they allow room for improvement.

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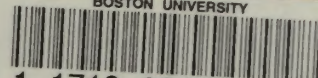
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